

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter includes three sections, namely conclusion, implication and suggestion.

A. Conclusions

Based on the findings and discussion of the study, it is evident that texts, tasks, and images are enriched with twenty-seven character values. Twenty character values are from Curriculum 2013 and PPK movement. The character values include religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation of achievement, friendliness, love of peace, reading interest, environmental awareness, social awareness, responsibility, integrity, and cooperation. In addition, the textbook also contains seven universal values which are deemed important for students' character development. The values include goal-setting, courage, initiative, gratitude, optimism, self-control, and confidence.

Character values were found in song lyrics, stories, poems, persuasive texts, dialogues, procedure texts and report texts. The character values that were found in written texts include religiosity, honesty, tolerance, discipline, appreciation for achievement, hard work, independence, creativity, democracy, curiosity, environmental awareness, friendliness, social awareness, patriotism, nationalism, love of peace, reading interest, responsibility, courage, initiative,

gratitude, optimism, integrity and self-control. Those values were integrated through story characters, text structures, topics, and the use of polite expressions.

Character values were also found in discussions, presentations, individual tasks, and role-play. In those tasks, character values were integrated through task procedures, task setting and learner roles. The most frequent values in task procedures were responsibility. In addition, several values that were promoted through task setting were tolerance, democracy, cooperation, and independence. Furthermore, learner roles in tasks contained character values, such as tolerance, democracy, friendliness, independence and responsibility.

Images also promoted character values through action process, reactional process, circumstance, analytical process, classificational process and symbolic process. Among all the processes, most character values were integrated through transactional action process and reactional process. This finding shows that character values in images were taught through the represented participants' actions and reactions in certain situations.

However, despite the existence of character values, this textbook has not yet succeeded in incorporating character education into its tasks, texts, and images. This because there are limited tasks in the textbook which enable students to discuss moral issues and reflect on their past actions. It seems evident that the textbook writers put more emphasis on language skills than character education. Furthermore, integration of character values in images is still under-practiced. There are limited images which promote character values and all the images are in

black and white. This is very unfortunate because colors can create more effects on students' feelings and teach more character values to students.

B. Implications

This study yields implications which are related to the integration of character values in tasks and images. The findings show that the textbook do not give sufficient tasks that promote discussions about character values and moral issues. Such discussions are very important because they make students aware of the existence of character values and the importance of performing the values. Additionally, they also allow students to reflect on their past actions. For these reasons, English textbooks should contain tasks that allow students to discuss moral issues and values. The analysis also shows that the images are in black and white and lack of character values. This is very unfortunate because colorful images can introduce more character values to students.

C. Suggestions

The results of this study yield the following suggestion for the textbook writers. The images in the textbook should be made more eye-catching and colorful. Colorful pictures can be used to deliver moral messages and instill character values. In addition, tasks in EFL textbooks should enable students to practice their English skills, discuss moral issues and reflect on their actions. Furthermore, future authors may instill the universal values that were found in this textbook, such as goal-setting, self-control, initiative, courage, gratitude, optimism, and confidence. It is also important to note that textbook writers should not create EFL textbooks that impose character values on students but provide the

opportunities for them to think critically about moral issues and realize the importance of performing moral actions.

For English teachers, it is important to be more selective in choosing the appropriate EFL textbooks for their students. EFL textbooks should be examined carefully in order to find out whether they promote character education in tasks, texts and images or not. Additionally, For English teachers who use the textbook that was investigated in this study, it is recommended to develop additional learning activities which enable students to discuss character values, moral messages and moral issues in poems, stories, persuasive texts and dialogues.

This study also gives suggestions to other researchers. Other researchers should conduct research which investigates English teachers' views about character education in the textbook and how they use the contents in the textbook to shape students' characters in classrooms. As for other researchers who are interested in EFL textbook analysis, it is recommended to analyze character values in EFL textbooks from other publishers since there are a lot of EFL textbooks which have not been investigated in relation to character education.